



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

Commissioner of Education
President of the University of the State of New York
89 Washington Ave., Room 111
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov
Twitter: @JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

December 12, 2012

Dr. William D. Stavisky, Superintendent
Perry Central School District
33 Watkins Avenue
Perry, NY 14530

Dear Superintendent Stavisky:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-c, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the student growth subcomponent and any other measures of teacher and principal effectiveness and/or if the teacher or principal scores or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results.

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class principal to support his or her professional growth, and every student achieves college and career readiness.

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Michael Glover

NOTES: If your district/BOCES has provided for value-added measures (15 points vs. 20 points scale and categorization of your district/BOCES's grade configurations) in your APPR and no value-added measures are approved by the Board of Regents for a grade/subject and/or grade configuration for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly. Conversely, if your district/BOCES has not provided for value-added measures in your district/BOCES's APPR submission and value-added measures are approved for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly.

Only documents that are incorporated by reference in your APPR have been reviewed and are considered as part of your APPR; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your APPR but are not incorporated by reference in your APPR have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your APPR form and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your APPR plan and/or require corrective action.

Annual Professional Performance Reviews: 2012-13

Created Tuesday, September 04, 2012

Updated Monday, December 03, 2012

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Disclaimers

The Department will review the contents of each school district's or BOCES' APPR plan as submitted using this online form, including required attachments, to determine if the plan rigorously complies with Education Law section 3012-c and subpart 30-2 of the Rules of the Board of Regents. Department approval does not imply endorsement of specific educational approaches in a district's or BOCES' plan.

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

If the Department reasonably believes through investigation or otherwise that statements made in this APPR plan are not true or accurate, it reserves the right to reject this plan at any time and/or to request additional information to determine the truth and/or accuracy of such statements.

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

If this is not your BEDS Number, please enter the correct one below

671201060000

1.2) School District Name:

If this is not your school district, please enter the correct one below

PERRY CSD

1.3) School Improvement Grant (SIG) Districts Only

SIG districts only: Indicate whether this APPR plan is for SIG schools only or for the entire district. Other districts and BOCES, please skip this question.

Not applicable

1.4) Award Classification

Please check if the district has applied for and/or has been awarded any of the following (if applicable):

(No response)

1.5) Assurances

Please check all of the boxes below:

1.5) Assurances Assure that the content of this form represents the district/BOCES' entire APPR plan and that the APPR plan is in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents	Checked
1.5) Assurances Assure that this APPR plan will be posted on the district or BOCES website by September 10, or within 10 days after approval, whichever is later	Checked
1.5) Assurances Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval	Checked

1.6) Is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan?

Re-submission to address deficiencies

1.7) Is this submission for an annual or multi-year plan?

If the plan is multi-year, please write the years that are included.

Annual (2012-13)

2. Growth on State Assessments or Comparable Measures (Teachers)

Created Tuesday, September 04, 2012
Updated Wednesday, December 05, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

For teachers in grades 4 - 8 Common Branch, ELA, and Math, NYSED will provide a value-added growth score. That score will incorporate students' academic history compared to similarly academically achieving students and will use special considerations for students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses in addition where there is no state-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See guidance for more detail on teachers with State-provided measures AND SLOs.)

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

2.1) Assurances Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
2.1) Assurances Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13.	Checked

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for teachers in the following grades and subjects. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:

State assessments (or Regents or Regent equivalents), *required if one exists*

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

List of State-approved 3rd party assessments

District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

School- or BOCES-wide, group or team results based on State assessments

Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable.

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Perry Developed Grade K ELA Assessment
1	District, regional, or BOCES-developed assessment	Perry Developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Perry Developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	Teachers will develop Student Learning Objectives (SLOs) that establish targets for each student's final assessment.
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The target score will be determined using results of GVEP-developed pre-assessments or a state-approved, 3rd-party assessment. The final assessment score will be used to determine each student's success meeting their target. Teachers will be assigned 0-20 points within the HEDI rating categories based on the percentage of students that meet their established targets as defined in the "HEDI Conversion Chart for SLOs".
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 70-88% of the students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 60-69% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 59% or less of the students meet their individual targets.

2.3) Grades K-3 Math

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable.

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Perry Developed Grade K Math Assessment
1	District, regional, or BOCES-developed assessment	Perry Developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Perry Developed Grade 2 Math Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will develop Student Learning Objectives (SLOs) that establish targets for each student's final assessment. The target score will be determined using results of GVEP-developed pre-assessments or a state-approved, 3rd-party assessment. The final assessment score will be used to determine each student's success meeting their target. Teachers will be assigned 0-20 points within the HEDI rating categories based on the percentage of students that meet their established targets as defined in the "HEDI Conversion Chart for SLOs".
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 70-88% of the students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 60-69% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 59% or less of the students meet their individual targets.

2.4) Grades 6-8 Science

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where available.

	Science	Assessment
6	District, regional or BOCES-developed assessment	Perry Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Perry Developed Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will develop Student Learning Objectives (SLOs) that establish targets for each student's final assessment. The target score will be determined using results of GVEP-developed pre-assessments or a NYS assessment. The final assessment score will be used to determine each student's success meeting their target. Teachers will be assigned 0-20 points within the HEDI rating categories based on the percentage of students that meet their established targets as defined in the "HEDI Conversion Chart for SLOs".
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 70-88% of the students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 60-69% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 59% or less of the students meet their individual targets.

2.5) Grades 6-8 Social Studies

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where available.

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Perry Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Perry Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Perry Developed Grade 8 Social Studies Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will develop Student Learning Objectives (SLOs) that establish targets for each student's final assessment. The target score will be determined using results of GVEP-developed pre-assessments. The final assessment score will be used to determine each student's success meeting their target. Teachers will be assigned 0-20 points within the HEDI rating categories based on the percentage of students that meet their established targets as defined in the "HEDI Conversion Chart for SLOs".
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 70-88% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 60-69% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 59% or less of the students meet their individual targets.

2.6) High School Social Studies Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessments must be used where available.

Note: Additional high school social studies courses may be listed below in the "All Other Courses" section of this form.

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Perry Developed Global 1 Assessment

	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will develop Student Learning Objectives (SLOs) that establish targets for each student's final assessment. The target score will be determined using results of GVEP-developed pre-assessments or a NYS Regents exam. The final assessment score will be used to determine each student's success meeting their target. Teachers will be assigned 0-20 points within the HEDI rating categories based on the percentage of students that meet their established targets as defined in the "HEDI Conversion Chart for SLOs".
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 70-88% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 60-69% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 59% or less of the students meet their individual targets.

2.7) High School Science Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessments must be used where available.

Note: Additional high school science courses may be listed below in the "All Other Courses" section of this form.

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will develop Student Learning Objectives (SLOs) that establish targets for each student's final assessment. The target score will be determined using results of a NYS Regents exam. The final assessment score will be used to determine each student's success meeting their target. Teachers will be assigned 0-20 points within the HEDI rating categories based on the percentage of students that meet their established targets as defined in the "HEDI Conversion Chart for SLOs".
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 70-88% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 60-69% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 59% or less of the students meet their individual targets.

2.8) High School Math Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available.

Note: Additional high school math courses may be listed below in the "All Other Courses" section of this form.

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment
Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment

For High School Math Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will develop Student Learning Objectives (SLOs) that establish targets for each student's final assessment. The target score will be determined using results of a NYS Regents exam. The final assessment score will be used to determine each student's success meeting their target. Teachers will be assigned 0-20 points within the HEDI rating categories based on the percentage of students that meet their established targets as defined in the "HEDI Conversion Chart for SLOs".
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 70-88% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 60-69% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 59% or less of the students meet their individual targets.

2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will develop Student Learning Objectives (SLOs) that establish targets for each student's final assessment. The target score will be determined using results of GVEP-developed pre-assessments. The final assessment score will be used to determine each student's success meeting their target. Teachers will be assigned 0-20 points within the HEDI rating categories based on the percentage of students that meet their established targets as defined in the "HEDI Conversion Chart for SLOs".
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 70-88% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 60-69% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 59% or less of the students meet their individual targets.

If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word)

(No response)

2.11) HEDI Tables or Graphics

For questions 2.2 through 2.10 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/5364/171628-TXEttx9bQW/PCS HEDI State K-12 SLO Conversion Chart (Teachers).docx

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

The only controls used in setting targets for comparable growth measures will be students' prior academic history. Whether students have a disability, are English language learners, or are in poverty, appropriate targets can be established based on their prior academic achievement levels.

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Tuesday, September 04, 2012

Updated Wednesday, December 12, 2012

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Locally Selected Measures of Student Achievement or Growth

"Comparable across classrooms" means that the same locally-selected measures of student achievement or growth must be used across all classrooms in the same grade/subject in the district or BOCES.

Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 3.1 through 3.11, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, the district does not have certain grades, the district does not offer a specific subject, etc.

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment.

.Please note: Only one locally-selected measure is required for teachers in the same grade/subject across the district, but some districts may prefer to have more than one measure for all teachers within a grade/subject. Also note: Districts may use more than one locally-selected measure for **different** groups of teachers **within a grade/subject** if the district/BOCES verifies comparability based on Standards of Educational and Psychological Testing. This APPR form only provides space for one measure for teachers in the same grade/subject across the district. Therefore, if more than one locally-selected measure is used for all teachers in any grades or subject, districts must complete additional copies of this form and upload as attachments for review.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR TEACHERS IN GRADES FOR WHICH THERE IS AN APPROVED VALUE-ADDED MEASURE (15 points)

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers.

The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally

- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause

- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment

- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Perry Developed Grade 4 ELA Assessment
5	5) District, regional, or BOCES–developed assessments	Perry Developed Grade 5 ELA Assessment

6	5) District, regional, or BOCES–developed assessments	Perry Developed Grade 6 ELA Assessment
7	5) District, regional, or BOCES–developed assessments	Perry Developed Grade 7 ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Perry Developed Grade 8 ELA Assessment

For Grades 4-8 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>ELA SMART Goal Criteria: Establish an ELA goal that focuses on the use of nonfiction reading and writing across curricular areas as it relates to your student needs with direct connection to Common Core Learning Standards.</p> <p>4 - 8 ELA teachers will administer benchmark assessments to be used for the purpose of fulfilling the local portion of the Annual Professional Performance Review (APPR) plan. Teachers will collaborate with colleagues to create assessments that are rigorous and aligned to the Common Core State Standards.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Highly Effective" when 89 - 100% of their students achieve their individual targets as specified in the teachers' SMART Goals (see attached chart - Local Measure (15%) For Grades 4-8: Value-Added Model).
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Effective" when 70 - 88% of their students achieve their individual targets as specified in the teachers' SMART Goals(see attached chart - Local Measure (15%) For Grades 4-8: Value-Added Model).
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Developing" when 60 - 69% of their students achieve their individual targets as specified in the teachers' SMART Goals(see attached chart - Local Measure (15%) For Grades 4-8: Value-Added Model).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Ineffective" when 0 - 59% of their students achieve their individual targets as specified in the teachers' SMART Goals(see attached chart - Local Measure (15%) For Grades 4-8: Value-Added Model).

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Perry Developed Grade 4 Math Assessment
5	5) District, regional, or BOCES–developed assessments	Perry Developed Grade 5 Math Assessment
6	5) District, regional, or BOCES–developed assessments	Perry Developed Grade 6 Math Assessment
7	5) District, regional, or BOCES–developed assessments	Perry Developed Grade 7 Math Assessment
8	5) District, regional, or BOCES–developed assessments	Perry Developed Grade 8 Math Assessment

For Grades 4-8 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>Math SMART Goal Criteria: Establish a Math goal that focuses on the use of computing, critical thinking skills, and reading as it relates to student needs with direct connection to Common Core Learning Standards.</p> <p>4 - 8 Math teachers will administer benchmark assessments to be used for the purpose of fulfilling the local portion of the Annual Professional Performance Review (APPR) plan. Teachers will collaborate with colleagues to create assessments that are rigorous and aligned to the Common Core State Standards.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Highly Effective" when 89 - 100% of their students achieve their individual targets as specified in the teachers' SMART Goals (see attached chart - Local Measure (15%) For Grades 4-8: Value-Added Model).
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Effective" when 70 - 88% of their students achieve their individual targets as specified in the teachers' SMART Goals(see attached chart - Local Measure (15%) For Grades 4-8: Value-Added Model).
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Developing" when 60 - 69% of their students achieve their individual targets as specified in the teachers' SMART Goals(see attached chart - Local Measure (15%) For Grades 4-8: Value-Added Model).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Ineffective" when 0 - 59% of their students achieve their individual targets as specified in the teachers' SMART Goals(see attached chart - Local Measure (15%) For Grades 4-8: Value-Added Model).

3.3) HEDI Tables or Graphics

For questions 3.1 and 3.2 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/5139/171852-rhJdBgDruP/PCS HEDI Local 4-8 15% HEDI Charts - Value-Added.docx

LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER TEACHERS (20 points)

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers.

The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
1	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
2	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
3	5) District, regional, or BOCES–developed assessments	Perry Developed Grade 3 ELA assessment

For Grades K-3 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>ELA SMART Goal Criteria: Establish an ELA goal that focuses on the use of nonfiction reading and writing across curricular areas as it relates to your student needs with direct connection to Common Core Learning Standards.</p> <p>K - 3 ELA teachers will administer benchmark assessments to be used for the purpose of fulfilling the local portion of the Annual Professional Performance Review (APPR) plan. Teachers will collaborate with colleagues to create assessments that are rigorous and aligned to the Common Core State Standards.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Highly Effective" when 89 - 100% of their students achieve their individual targets as specified in the teachers' SMART Goals (see attached chart - Local Measure (20%) For Grades K-12).
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Effective" when 70 - 88% of their students achieve their individual targets as specified in the teachers' SMART Goals (see attached chart - Local Measure (20%) For Grades K-12).

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Developing" when 60 - 69% of their students achieve their individual targets as specified in the teachers' SMART Goals (see attached chart - Local Measure (20%) For Grades K-12).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Ineffective" when 0 - 59% of their students achieve their individual targets as specified in the teachers' SMART Goals (see attached chart - Local Measure (20%) For Grades K-12).

3.5) Grades K-3 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
1	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
2	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
3	5) District, regional, or BOCES–developed assessments	Perry Developed Grade 3 Math assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Math SMART Goal Criteria: Establish a Math goal that focuses on the use of computing, critical thinking skills, and reading as it relates to student needs with direct connection to Common Core Learning Standards.</p> <p>K-3 Math teachers will administer benchmark assessments to be used for the purpose of fulfilling the local portion of the Annual Professional Performance Review (APPR) plan. Teachers will collaborate with colleagues to create assessments that are rigorous and aligned to the Common Core State Standards.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Highly Effective" when 89 - 100% of their students achieve their individual targets as specified in the teachers' SMART Goals (see attached chart - Local Measure (20%) For Grades K-12).
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Effective" when 70 - 88% of their students achieve their individual targets as specified in the teachers' SMART Goals (see attached chart - Local Measure (20%) For Grades K-12).
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Developing" when 60 - 69% of their students achieve their individual targets as specified in the teachers' SMART Goals (see attached

chart - Local Measure (20%) For Grades K-12).

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Teachers will receive a rating of "Ineffective" when 0 - 59% of their students achieve their individual targets as specified in the teachers' SMART Goals (see attached chart - Local Measure (20%) For Grades K-12).

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NY State Math 6 Assessment
7	6(ii) School wide measure computed locally	NY State Math 7 Assessment
8	6(ii) School wide measure computed locally	NY State Math 8 Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

Math SMART Goal Criteria: Establish a Math goal that focuses on the use of computing, critical thinking skills, and reading as it relates to your student needs with direct connection to Common Core Learning Standards.

Through this concerted effort within the building, every Middle School instructional staff member's Local 20% will be tied to the mean scale score FOR THE 2012-13 Grade 6-8 NYS Assessments in Math (according to the content area selected for the goal) as outlined by the Effectiveness Ratings (see attached chart - Local Measure (20%) For Grades K-12).

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Teachers will receive a rating of "Highly Effective" when the mean scale score on the NYS Math Assessment for the entire Middle School is 694 and above (see attached chart - Local Measure (20%) For Grades K-12).

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Teachers will receive a rating of "Effective" when the mean scale score on the NYS Math Assessment for the entire Middle School is 670 - 693 (see attached chart - Local Measure (20%) For Grades K-12).

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Teachers will receive a rating of "Developing" when the mean scale score on the NYS Math Assessment for the entire Middle School is 639 - 669 (see attached chart - Local Measure (20%) For Grades K-12).

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Teachers will receive a rating of "Ineffective" when the mean scale score on the NYS Math Assessment for the entire Middle School is 638 and below (see attached chart - Local Measure (20%) For Grades K-12).

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NY State ELA 6 Assessment
7	6(ii) School wide measure computed locally	NY State ELA 7 Assessment
8	6(ii) School wide measure computed locally	NY State ELA 8 Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>ELA SMART Goal Criteria: Establish an ELA goal that focuses on the use of nonfiction reading and writing across curricular areas as it relates to student needs with direct connection to Common Core Learning Standards.</p> <p>Through this concerted effort within the building, every Middle School instructional staff member's Local 20% will be tied to the mean scale score FOR THE 2012-13 Grade 6-8 NYS Assessments in ELA (according to the content area selected for the goal) as outlined by the Effectiveness Ratings (see attached chart - Local Measure (20%) For Grades K-12).</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Highly Effective" when the mean scale score on the NYS ELA Assessment for the entire Middle School is 694 and above (see attached chart - Local Measure (20%) For Grades K-12).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Effective" when the mean scale score on the NYS ELA Assessment for the entire Middle School is 658 - 693 (see attached chart - Local Measure (20%) For Grades K-12).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Developing" when the mean scale score on the NYS ELA Assessment for the entire Middle School is 628 - 657 (see attached chart - Local Measure (20%) For Grades K-12).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Ineffective" when the mean scale score on the NYS ELA Assessment for the entire Middle School is 627 and below (see attached chart - Local Measure (20%) For Grades K-12).

3.8) High School Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school social studies courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Perry Developed English 9 Assessment; Integrated Algebra Regents
Global 2	6(ii) School wide measure computed locally	Perry Developed English 10 Assessment; Geometry Regents
American History	6(ii) School wide measure computed locally	Comprehensive English Regents; US History and Government Regents

For High School Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI scores will be determined by the percentage of students scoring a 65 or better on the listed assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Highly Effective" when 94% - 100% of students score a 65 or better on the listed assessments (see attached chart - Local Measure (20%) For Grades K-12).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Effective" when 57% - 93% of students score a 65 or better on the listed assessments (see attached chart - Local Measure (20%) For Grades K-12).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Developing" when 15% - 56% of students score a 65 or better on the listed assessments (see attached chart - Local Measure (20%) For Grades K-12).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Ineffective" when 0% - 14% of students score a 65 or better on the listed assessments (see attached chart - Local Measure (20%) For Grades K-12).

3.9) High School Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school science courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Perry Developed English 10 Assessment; Geometry Regents

Earth Science	6(ii) School wide measure computed locally	Perry Developed English 9 Assessment; Integrated Algebra Regents
Chemistry	6(ii) School wide measure computed locally	Comprehensive English Regents; US History and Government Regents
Physics	6(ii) School wide measure computed locally	Comprehensive English Regents; US History and Government Regents

For High School Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI scores will be determined by the percentage of students scoring a 65 or better on the listed assessments.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Highly Effective" when 94% - 100% of students score a 65 or better on the listed assessments (see attached chart - Local Measure (20%) For Grades K-12).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Effective" when 57% - 93% of students score a 65 or better on the listed assessments (see attached chart - Local Measure (20%) For Grades K-12).
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Developing" when 15% - 56% of students score a 65 or better on the listed assessments (see attached chart - Local Measure (20%) For Grades K-12).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Ineffective" when 0% - 14% of students score a 65 or better on the listed assessments (see attached chart - Local Measure (20%) For Grades K-12).

3.10) High School Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school math courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Perry Developed English 9 Assessment; Integrated Algebra Regents
Geometry	6(ii) School wide measure computed locally	Perry Developed English 10 Assessment; Geometry Regents

Algebra 2	6(ii) School wide measure computed locally	Comprehensive English Regents; US History and Government Regents
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For High School Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI scores will be determined by the percentage of students scoring a 65 or better on the listed assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Highly Effective" when 94% - 100% of students score a 65 or better on the listed assessments (see attached chart - Local Measure (20%) For Grades K-12).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Effective" when 57% - 93% of students score a 65 or better on the listed assessments (see attached chart - Local Measure (20%) For Grades K-12).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Developing" when 15% - 56% of students score a 65 or better on the listed assessments (see attached chart - Local Measure (20%) For Grades K-12).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Ineffective" when 0% - 14% of students score a 65 or better on the listed assessments (see attached chart - Local Measure (20%) For Grades K-12).

3.11) High School English Language Arts

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school English courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Perry Developed English 9 Assessment; Integrated Algebra Regents
Grade 10 ELA	6(ii) School wide measure computed locally	Perry Developed English 10 Assessment; Geometry Regents
Grade 11 ELA	6(ii) School wide measure computed locally	Comprehensive English Regents; US History and Government Regents

For High School English Language Arts: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI scores will be determined by the percentage of students scoring a 65 or better on the listed assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Highly Effective" when 94% - 100% of students score a 65 or better on the listed assessments (see attached chart - Local Measure (20%) For Grades K-12).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Effective" when 57% - 93% of students score a 65 or better on the listed assessments (see attached chart - Local Measure (20%) For Grades K-12).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Developing" when 15% - 56% of students score a 65 or better on the listed assessments (see attached chart - Local Measure (20%) For Grades K-12).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of "Ineffective" when 0% - 14% of students score a 65 or better on the listed assessments (see attached chart - Local Measure (20%) For Grades K-12).

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Grades 9-12 LOTE	6(ii) School wide measure computed locally	Perry Developed English 9 Assessment; Integrated Algebra Regents
Grades 9-12 Physical Education	6(ii) School wide measure computed locally	Perry Developed English 12 Assessment; Perry Developed Participation in Government Assessment; Perry Developed Economics Assessment
Grades 9-12 Music	6(ii) School wide measure computed locally	Perry Developed English 12 Assessment; Perry Developed Participation in Government Assessment; Perry Developed Economics Assessment
Grades 9-12 Business	6(ii) School wide measure computed locally	Perry Developed English 12 Assessment; Perry Developed Participation in Government Assessment; Perry Developed Economics Assessment
Grades 9-12 Technology	6(ii) School wide measure computed locally	Perry Developed English 10 Assessment; Geometry Regents

Grades 9-12 Art	6(ii) School wide measure computed locally	Perry Developed English 9 Assessment; Integrated Algebra Regents
Grades 9-12 Participation in Government	6(ii) School wide measure computed locally	Perry Developed English 12 Assessment; Perry Developed Participation in Government Assessment; Perry Developed Economics Assessment
Grades 9-12 Economics	6(ii) School wide measure computed locally	Perry Developed English 12 Assessment; Perry Developed Participation in Government Assessment; Perry Developed Economics Assessment
Grades 9-12 English 12	6(ii) School wide measure computed locally	Perry Developed English 12 Assessment; Perry Developed Participation in Government Assessment; Perry Developed Economics Assessment
Grades K-4 Art	6(ii) School wide measure computed locally	Perry Developed Subject/Grade Specific Assessment
Grades K-8 Reading	6(ii) School wide measure computed locally	NY State Grade Specific ELA Assessment
Grades 5-8 Art	6(ii) School wide measure computed locally	NY State Grade Specific ELA Assessment
Grades K-8 Physical Education	6(ii) School wide measure computed locally	NY State Grade Specific ELA Assessment
Grades K-8 Music	6(ii) School wide measure computed locally	NY State Grade Specific Math Assessment
Grades 5-8 Technology	6(ii) School wide measure computed locally	NY State Grade Specific Math Assessment
Grades 5-8 LOTE	6(ii) School wide measure computed locally	NY State Grade Specific ELA Assessment
Grades 5-8 Family and Consumer Sciences	6(ii) School wide measure computed locally	NY State Grade Specific ELA Assessment

For all additional courses, as applicable: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Grades 9-12 and Grades K-4 Option 2:</p> <p>HEDI scores will be determined by the percentage of students scoring a 65 or better on the listed assessments.</p> <p>Grades K-8 Option 1:</p> <p>ELA SMART Goal Criteria: Establish an ELA goal that focuses on the use of nonfiction reading and writing across curricular areas as it relates to student needs with direct connection to Common Core Learning Standards.</p>
--	--

Through this concerted effort within the building, every Elementary/Middle School instructional staff member's Local 20% will be tied to the mean scale score FOR THE 2012-13 Grade 3-8 NYS Assessments in ELA (according to the content area selected for the goal) as outlined by the Effectiveness Ratings (see attached chart - Local Measure (20%) For Grades K-12).

Math SMART Goal Criteria: Establish a Math goal that focuses on the use of computing, critical thinking skills, and reading as it relates to your student needs with direct connection to Common Core Learning Standards.

Through this concerted effort within the building, every Elementary/Middle School instructional staff member's Local 20% will be tied to the mean scale score FOR THE 2012-13 Grade 3-8 NYS Assessments in Math (according to the content area selected for the goal) as outlined by the Effectiveness Ratings (see attached chart - Local Measure (20%) For Grades K-12).

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.

Teachers in grades 9-12 will receive a rating of "Highly Effective" when the percentage of students as defined in the attached chart score a 65 or better on the listed assessments (see attached chart - Local Measure (20%) For Grades K-12: 9-12 HEDI Conversion Chart).

Teachers in Grades 5-8 will receive a rating of "Highly Effective" when the Middle School achieves a mean scale score as defined by the attached chart (Local Measure (20%) For Grades K-12: 5-8 HEDI Conversion Charts: Option 1).

Teachers in Grades K-4 will receive a rating of "Highly Effective" when the Elementary School achieves a mean scale score as defined by the attached chart (Local Measure (20%) For Grades K-12: K-4 HEDI Conversion Charts: Option 1).

Teachers in grades K-4 will receive a rating of "Highly Effective" when the percentage of students as defined in the attached chart score a 65 or better on the listed assessments (see attached chart - Local Measure (20%) For Grades K-12: K-4 HEDI Conversion Charts: Option 2).

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Teachers in grades 9-12 will receive a rating of "Effective" when the percentage of students as defined in the attached chart score a 65 or better on the listed assessments (see attached chart - Local Measure (20%) For Grades K-12: 9-12 HEDI Conversion Chart).

Teachers in Grades 5-8 will receive a rating of "Effective" when the Middle School achieves a mean scale score as defined by the attached chart (Local Measure (20%) For Grades K-12: 5-8 HEDI Conversion Charts: Option 1).

Teachers in Grades K-4 will receive a rating of "Effective" when the Elementary School achieves a mean scale score as defined by the attached chart (Local Measure (20%) For Grades K-12: K-4 HEDI

Conversion Charts: Option 1).

Teachers in grades K-4 will receive a rating of "Effective" when the percentage of students as defined in the attached chart score a 65 or better on the listed assessments (see attached chart - Local Measure (20%) For Grades K-12: K-4 HEDI Conversion Charts: Option 2).

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Teachers in grades 9-12 will receive a rating of "Developing" when the percentage of students as defined in the attached chart score a 65 or better on the listed assessments (see attached chart - Local Measure (20%) For Grades K-12: 9-12 HEDI Conversion Chart).

Teachers in Grades 5-8 will receive a rating of "Developing" when the Middle School achieves a mean scale score as defined by the attached chart (Local Measure (20%) For Grades K-12: 5-8 HEDI Conversion Charts: Option 1).

Teachers in Grades K-4 will receive a rating of "Developing" when the Elementary School achieves a mean scale score as defined by the attached chart (Local Measure (20%) For Grades K-12: K-4 HEDI Conversion Charts: Option 1).

Teachers in grades K-4 will receive a rating of "Developing" when the percentage of students as defined in the attached chart score a 65 or better on the listed assessments (see attached chart - Local Measure (20%) For Grades K-12: K-4 HEDI Conversion Charts: Option 2).

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Teachers in grades 9-12 will receive a rating of "Ineffective" when the percentage of students as defined in the attached chart score a 65 or better on the listed assessments (see attached chart - Local Measure (20%) For Grades K-12: 9-12 HEDI Conversion Chart).

Teachers in Grades 5-8 will receive a rating of "Ineffective" when the Middle School achieves a mean scale score as defined by the attached chart (Local Measure (20%) For Grades K-12: 5-8 HEDI Conversion Charts: Option 1).

Teachers in Grades K-4 will receive a rating of "Ineffective" when the Elementary School achieves a mean scale score as defined by the attached chart (Local Measure (20%) For Grades K-12: K-4 HEDI Conversion Charts: Option 1).

Teachers in grades K-4 will receive a rating of "Ineffective" when the percentage of students as defined in the attached chart score a 65 or better on the listed assessments (see attached chart - Local Measure (20%) For Grades K-12: K-4 HEDI Conversion Charts: Option 2).

If you need additional space, upload a copy of "Form 3.12: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 3.12. (MS Word)

(No response)

3.13) HEDI Tables or Graphics

For questions 3.4 through 3.12 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/5139/171852-y92vNseFa4/PCS HEDI Local Measure 20% for K-12_1.docx

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

The only controls used in setting targets for local measures will be student prior academic history. Whether students have a disability, are English-language learners, or are in poverty, appropriate targets can be established based on their prior academic achievement levels.

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

For teachers with multiple measures for different sections/courses, all of the student scores from multiple sections/courses will be combined into one overall component score of 0-15 or 0-20, as applicable, weighted proportionately based on the number of students in that section/course.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked

3.16) Assurances | Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent. Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, September 18, 2012

Updated Tuesday, December 11, 2012

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4.1) Teacher Practice Rubric

Select a teacher practice rubric from the menu of State-approved rubrics to assess performance based on NYS Teaching Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list.

(Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

Danielson's Framework for Teaching (2011 Revised Edition)

Not Applicable

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0.

This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review.

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	56
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	4

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

If you indicated above that 1 or more points will be assigned to feedback using a State-approved survey tool, please check the box below:

(No response)

If the district plans to use one or more of the following surveys of P-12 students from the menu of State-approved surveys, please check all that apply. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. Note: As the State-approved survey lists are updated, this form will be updated with additional approved survey tools.

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Secondary Student Perception Survey	(No response)
[SurveyTools.3] District Variance	(No response)

4.4) Assurances

Please check all of the boxes below:

4.4) Assurances Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
4.4) Assurances Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
4.4) Assurances Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
4.4) Assurances Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the district.	Checked

4.5) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the teacher practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

40% of a teacher's evaluation will be based on formal observations. Non-tenured teachers will be observed formally two times during the school year worth 20 points each. Tenured teachers will be observed formally one time during the school year worth 40 points.

16% of a teacher's evaluation will be based on unannounced observations ("Walk-Throughs"). Teachers will have at least one unannounced observation worth 16 points.

4% of a teacher's evaluation will be based on a professional responsibilities reflection (Domain 4). This will be determined during the teacher's summative evaluation and will be worth 4 points.

The rubric value listed on the chart is the minimum value necessary to achieve the corresponding HEDI point value. We understand the composite score must be reported in whole numbers.

If you are using tables or other graphics to explain your process for assigning points and determining HEDI ratings, please clearly label them, combine them into a single file, and upload that file here.

assets/survey-uploads/5091/178842-eka9yMJ855/Other Measures Of Teacher Effectiveness.doc

Describe the level of performance required for each of the HEDI rating categories, consistent with the narrative descriptions in the regulations for the "other measures" subcomponent. Also describe how the points available within each HEDI category will be assigned.

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers will receive a rating of "Highly Effective" for the "other measures" subcomponent when they earn a final score between 59 - 60, as identified in the Local Effectiveness Score on the Composite Effectiveness Score Summary.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers will receive a rating of "Effective" for the "other measures" subcomponent when they earn a final score between 57 - 58, as identified in the Local Effectiveness Score on the Composite Effectiveness Score Summary.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers will receive a rating of "Developing" for the "other measures" subcomponent when they earn a final score between 50 - 56, as identified in the Local Effectiveness Score on the Composite Effectiveness Score Summary.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers will receive a rating of "Ineffective" for the "other measures" subcomponent when they earn a final score between 0 - 49, as identified in the Local Effectiveness Score on the Composite Effectiveness Score Summary.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

4.6) Observations of Probationary Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	1

4.6) Observations of Probationary Teachers Enter Total	3
--	---

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of probationary teachers be done in person, by video, or both?

-
- In Person
-

Will informal/short observations of probationary teachers be done in person, by video, or both?

-
- In Person
-

4.7) Observations of Tenured Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	1
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of tenured teachers be done in person, by video, or both?

-
- In Person
-

Will informal/short observations of tenured teachers be done in person, by video, or both?

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Tuesday, October 23, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

Results are well above state average for similar students (or District goals if no state test).

Results are well above District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results exceed NYS Teaching Standards.

Effective

Results meet state average for similar students (or District goals if no state test).

Results meet District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results meet NYS Teaching Standards.

Developing

Results are below state average for similar students (or District goals if no state test).

Results are below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results need improvement in order to meet NYS Teaching Standards.

Ineffective

Results are well below state average for similar students (or District goals if no state test).

Results are well below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results do not meet NYS Teaching Standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

5.1) The 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness subcomponent (same as question 4.5), from 0 to 60 points

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

5.2) The 2012-13 scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

**Locally-selected Measures of
growth or achievement**

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, September 18, 2012

Updated Tuesday, December 11, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

6.1) Assurances -- Improvement Plans Assure that teachers who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan (TIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
6.1) Assurances -- Improvement Plans Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas	Checked

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5265/178876-Df0w3Xx5v6/Perry Teacher Improvement Plan \(TIP\).pdf](#)

6.3) Appeals Process

Pursuant to Education Law section 3012-c, a teacher may only challenge the following in an appeal:

(1) the substance of the annual professional performance review

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

Appeals of annual professional performance reviews should be limited to those that rate a teacher as ineffective or developing only. Additional procedures may be appropriate where compensation decisions are linked to rating categories.

1. Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:

a. The substance of the annual professional performance review;

- b. The school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;*
- c. The adherence to the Commissioner's regulations, as applicable to such reviews;*
- d. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews; and*
- e. The school district's issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-c.*

2. Prohibition Against More Than One Appeal

- a. A teacher may not file multiple appeals regarding the same performance review.*
- b. All grounds for appeal must be raised with specificity within one appeal.*
- c. Any grounds not raised at the time the appeal is filed shall be deemed waived.*
- d. This prohibition does not impact the teacher's rights as set forth under the post classroom observation procedure.*

3. Burden of Proof: In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

4. Timeframe for Filing Appeal:

- a. All appeals must be submitted in writing to the building principal no later than 15 calendar days of the date when the teacher receives their annual professional performance review.*
- b. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.*
- c. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review any additional documents or materials relevant to the appeal.*
- d. The performance review being challenged must also be submitted with the appeal.*
- e. Any information not submitted at the time the appeal is filed shall not be considered.*

5. Timeframe for District Response:

- a. Within 15 calendar days of receipt of an appeal, the school district staff member(s) who issued the performance review must submit a detailed written response to the appeal.*
- b. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal.*
- c. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.*
- d. The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the time the school district files its response.*

6. Decision Maker on Appeal

- a. A decision shall be rendered by the superintendent of schools or the superintendent's designee, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision.*
- b. In such case, the board of education, shall appoint another person to decide the appeal.*

7. Decision

a. A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal.

b. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district response to the appeal and additional documentary evidence submitted with such papers.

c. Such decision shall be final.

d. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal.

e. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated.

f. A copy of the decision shall be provided to the teacher and the evaluator.

8. Exclusivity of Section 3012-C Appeal Procedure

a. The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review.

b. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review, except as otherwise authorized by law.

6.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

All evaluators will participate in training through the Genesee Valley Educational Partnership and other neighboring BOCES. In addition, collaborative review and analysis of observation-based evidence will take place regularly. Successful completion of training will result in evaluator certification by the Board of Education and insure inter-rater reliability. Lead evaluators will attend on-going recertification training throughout the school year.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations,

including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
6.6) Assurances -- Teachers Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
6.6) Assurances -- Teachers Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
6.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
6.7) Assurances -- Data Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

7. Growth on State Assessments or Comparable Measures (Principals)

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7.1) STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved Value-Added Measure)

For principals in buildings with Grades 4-8 ELA, Math and/or High School courses with State or Regents assessments, (or principals of programs with any of these assessments), NYSED will provide value-added measures. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

In order for a principal to receive a State-provided value-added measure, at least 30% of the students in the principal's school or program must take the applicable State or Regents assessments. This will include most schools in the State.

Value-Added measures will apply to schools or principals with the following grade configurations in this district (please list, e.g., K-5, PK-6, 6-8, 6-12, 9-12):

K-4
5-8
(No response)

7.2) Assurances -- State-Provided Measures of Student Growth

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13	Checked

7.3) STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed using the assessment covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. District-determined assessments from the options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms

List of State-approved 3rd party assessments

First, list the school or program type this SLO applies to. Then, using the drop-down boxes below, please select the assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

Please remember that State assessments must be used with SLOs if applicable to the school or program type.

School or Program Type	SLO with Assessment Option	Name of the Assessment
High School (9-12)	State assessment	Integrated Algebra and English 11 Regents

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	If NYS adopts a Value Added Model for Regents Exams, the Grade 9-12 High School Principal will receive a score out of 25 points. If a Value Added score is not provided by the state, a population involving students taking the Integrated Algebra Regents Exam and the ELA 11 Regents Exam will be used to provide a 20 point growth score. In this case, the principal will use the percentage of students (rounded to the tenth decimal) receiving State credit (65 or better) for the ELA 11 and Integrated Algebra Regents. The attached conversion chart (High School Principal ~ State 20%) will be used to convert percentages to a HEDI score.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	A Principal will receive a rating of "Highly Effective" when 90-100% of their students meet their individual target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A Principal will receive a rating of "Effective" when 75-89% of their students meet their individual target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A Principal will receive a rating of "Developing" when 42-74% of their students meet their individual target.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	A Principal will receive a rating of "Ineffective" when 41% or less of their students meet their individual target.

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

assets/survey-uploads/5365/203256-lha0DogRNw/PCS HS Principal State 20 Percent Chart .docx

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

The only controls used in setting targets for State measures will be student prior academic history. Whether students have a disability, are English language learners, or are in poverty, appropriate targets can be established based on their prior academic achievement levels.

7.5) Principals with More Than One Growth Measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI category and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Principals of K-8 schools with growth measures for ELA and Math grades 4-8.)

If Principals have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points and Districts will weight each in proportion to the number of students covered by the SLO to reach a combined score for this subcomponent.

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked

7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms. Checked

8. Local Measures (Principals)

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Locally-Selected Measures of Student Achievement or Growth

Locally comparable means that the same locally-selected measures of student achievement or growth must be used for all principals in the same or similar programs or grade configurations across the district or BOCES.

Please note: only one locally-selected measure is required for principals in the same or similar programs or grade configurations, but some districts may prefer to have more than one measure for principals in the same or similar programs or grade configurations. This APPR form therefore provides space for multiple locally-selected measures for each principal in the same or similar program or grade configuration across the district. Therefore, if more than one locally-selected measure is used for all principals in the same or similar program or grade configuration, districts must complete additional copies of this form and upload as attachments for review.

Also note: districts may use more than one locally-selected measure for **different** groups of principals **within the same or similar programs or grade configurations** if the district/BOCES prove comparability based on Standards of Educational and Psychological Testing. If a district is choosing different measures for different groups of principals within the same or similar programs or grade configurations, they must complete additional copies of this form and upload as attachments for review.

8.1) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR PRINCIPALS WITH AN APPROVED VALUE-ADDED MEASURE (15 points)

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

The options in the drop-down menus below are abbreviated from the following list:

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	New York State Grade 3 4 ELA and Math Assessment
5-8	(d) measures used by district for teacher evaluation	New York State Grade 5-8 ELA and Math Assessment

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>ELA SMART Goal Criteria: Teachers will establish an ELA Goal that focuses on the use of nonfiction reading and writing across curricular areas as it relates to student needs with direct connection to Common Core Learning Standards.</p> <p>Math SMART Goal Criteria: Teachers will establish a Math goal that focuses on the use of computing, critical thinking skills and reading as it relates to student needs with direct connection to Common Core Learning Standards.</p> <p>The Local 15% for the Elementary School Principal will be tied to the mean scale score for the 2012-13 Grade 3 and 4 NYS Assessments in ELA and Math.</p> <p>The Local 15% for the Middle School Principal will be tied to the mean scale score for the 2012-13 Grade 5, 6, 7 and 8 NYS Assessments in ELA and Math.</p>
--	---

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When SMART goals are established for each individual student the Principal will receive a rating of "Highly Effective" when the building level mean scale score for the ELA and Math NYS assessments are in the Highly Effective range according to attached charts (see attached charts - PCS K-8 Principal Local 15 Percent Chart).
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When SMART goals are established for each individual student the Principal will receive a rating of "Effective" when the building level mean scale score for the ELA and Math NYS assessments are in the Effective range according to attached charts (see attached charts - PCS K-8 Principal Local 15 Percent Chart).
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When SMART goals are established for each individual student the Principal will receive a rating of "Developing" when the building level mean scale score for the ELA and Math NYS assessments are in the Developing range according to attached charts (see attached charts - PCS K-8 Principal Local 15 Percent Chart).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When SMART goals are established for each individual student the Principal will receive a rating of "Ineffective" when the building level mean scale score for the ELA and Math NYS assessments are in the Ineffective range according to attached charts (see attached charts - PCS K-8 Principal Local 15 Percent Chart).

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. Click here for a downloadable copy of Form 8.1. (MS Word)

(No response)

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

assets/survey-uploads/5366/203277-qBFVOWF7fC/PCS K-8 Principal Local 15 Percent Chart.docx

8.2) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER PRINCIPALS (20 points)

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

The options in the drop-down menus below are abbreviated from the following list: <!--

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
9-12	(h) students' progress toward graduation	Perry Developed English 9 Assessment; Integrated Algebra Regents; Perry Developed English 10 Assessment; Geometry Regents; Comprehensive English Regents; United States History and Government Regents; Perry Developed English 12 Assessment; Perry Developed Participation in Government Assessment; Perry Developed Economics Assessment

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	During the 2012-2013 school year, 85% of High School students will score a 65 or better on the listed assessments for their grade level.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The Principal will receive a rating of "Highly Effective" when 94-100% of students score a 65 or better on the listed assessments for their grade level (see attached chart - PCS HS Principal Local 20 Percent (15 Percent with Value-Added) Chart).
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The Principal will receive a rating of "Effective" when 57-93% of students score a 65 or better on the listed assessments for their grade level (see attached chart - PCS HS Principal Local 20 Percent (15 Percent with Value-Added) Chart).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The Principal will receive a rating of "Developing" when 15-56% of students score a 65 or better on the listed assessments for their grade level (see attached chart - PCS HS Principal Local 20 Percent (15 Percent with Value-Added) Chart).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The Principal will receive a rating of "Ineffective" when 0-14% of students score a 65 or better on the listed assessments for their grade level (see attached chart - PCS HS Principal Local 20 Percent (15 Percent with Value-Added) Chart).

If you need additional space, upload a copy of "Form 8.2: Locally Selected Measures for All Other Principals" as an attachment for review. Click here for a downloadable copy of Form 8.2. (MS Word)

(No response)

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

assets/survey-uploads/5366/203277-T8MIGWUVm1/PCS HS Principal Local 20 Percent (15 Percent with Value-Added) Chart.docx

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

The only controls used in setting targets for locally selected measures will be students' prior academic history. Whether students have a disability, are English language learners, or are in poverty, appropriate goals can be established based on their prior academic achievement levels.

8.4) Principals with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures where applicable for principals, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score.

For principals with multiple measures, all of the scores will be combined into one overall component score of 0-15 or 0-20, as applicable, weighted proportionately based on the number students in that specific measure.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

State the number of points that will be assigned to each of the following measures, making sure that the points total 60. If you are not assigning any points to the "ambitious and measurable goals" measure, enter 0.

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the points assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following points assignment for all principals?

Yes

If you checked "no" above, fill in the group of principals covered:

(No response)

State the number of points that will be assigned to each of the following measures, making sure that the points total 60. If you are not assigning any points to the "ambitious and measurable goals" measure, enter 0.

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
--	---

If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(No response)
9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)

9.4) Sources of Evidence (if applicable)

If you indicated above that one or more points will be assigned to the "ambitious and measurable goals" measure, identify at least two of the following sources of evidence that will be utilized as part of assessing every principal's goal(s):

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(No response)
9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)

9.5) Survey Tool(s) (if applicable)

If you indicated above that 1 or more points will be assigned to feedback using a State-approved survey tool, please check the box below:

(No response)

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)

9.6) Assurances

Please check all of the boxes below:

9.6) Assurances Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	Checked
9.6) Assurances Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction	Checked
9.6) Assurances Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
9.6) Assurances Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district or BOCES.	Checked

9.7) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the principal practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

Principals will receive points during observations, preconference, year-end summative meetings, and year-end reflections. These points will be totaled and converted into a rounded score (see attached charts).

If you are using tables or other graphics to explain your process for assigning points and determining HEDI ratings, please clearly label them, combine them into a single file, and upload that file here.

assets/survey-uploads/5143/203318-pMADJ4gk6R/PCS Other Measures of Principal Effectiveness Forms.docx

Describe the level of performance required for each of the HEDI rating categories, consistent with the narrative descriptions in the regulations for the "other measures" subcomponent. Also describe how the points available within each HEDI category will be assigned.

Highly Effective: Overall performance and results exceed standards.	Principals will receive a rating of "Highly Effective" when they receive a rounded score of 59-60.
Effective: Overall performance and results meet standards.	Principals will receive a rating of "Effective" when they receive a rounded score of 57-58.
Developing: Overall performance and results need improvement in order to meet standards.	Principals will receive a rating of "Developing" when they receive a rounded score of 50-56.
Ineffective: Overall performance and results do not meet standards.	Principals will receive a rating of "Ineffective" when they receive a rounded score of 49 or below.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

9.8) School Visits

Enter the minimum number of school visits that will be done by each of the following evaluators, making sure that the number of visits "by supervisor" is at least 1 and the total number of visits is at least 2, for both probationary and tenured principals. If your APPR plan does not include visits by a trained administrator or independent evaluator, enter 0 in those boxes.

Probationary Principals

By supervisor	2
By trained administrator	0
By trained independent evaluator	0
Enter Total	2

Tenured Principals

By supervisor	2
By trained administrator	0
By trained independent evaluator	0
Enter Total	2

10. Composite Scoring (Principals)

Created Monday, October 22, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

Results are well above state average for similar students (or District goals if no state test).

Results are well above District- or BOCES- adopted expectations for growth or achievement for grade/subject.

Overall performance and results exceed ISLLC leadership standards.

Effective

Results meet state average for similar students (or District goals if no state test).

Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results meet ISLLC leadership standards.

Developing

Results are below state average for similar students (or District goals if no state test).

Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results need improvement in order to meet ISLLC leadership standards.

Ineffective

Results are well below state average for similar students (or District goals if no state test).

Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results do not meet ISLLC leadership standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

10.1) The 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

**Locally-selected Measures of
growth or achievement**

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness Subcomponent (same as question 9.7), from 0 to 60 points

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

10.2) The 2012-13 scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

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Updated Tuesday, December 11, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

11.1) Assurances -- Improvement Plans Assure that principals who receive a Developing or Ineffective rating will receive a Principal Improvement Plan (PIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
11.1) Assurances -- Improvement Plans Assure that PIPs shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas	Checked

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

<assets/survey-uploads/5276/203352-Df0w3Xx5v6/PIP.doc>

11.3) Appeals Process

Pursuant to Education Law section 3012-c, a principal may only challenge the following in an appeal:

(1) the substance of the annual professional performance review

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

After receiving a composite score, a principal has 15 days to submit an appeal in writing to the Superintendent. The Superintendent then has 15 days to meet with the principal. The superintendent then has 15 days from that meeting to render a decision. Only a rating of Ineffective may be appealed.

11.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

All evaluators will participate in training through the Genesee Valley Educational Partnership and other neighboring BOCES. In addition, collaborative review and analysis of observation-based evidence will take place regularly. Successful completion of training will result in evaluator certification by the Board of Education and will insure inter-rater reliability. Lead evaluators will attend on-going recertification training throughout the schoolyear.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
11.6) Assurances -- Principals Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
11.6) Assurances -- Principals Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
11.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
11.7) Assurances -- Data Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

12. Joint Certification of APPR Plan

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Updated Tuesday, December 11, 2012

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12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form

<assets/survey-uploads/5581/203372-3Uqgn5g9Iu/APPR12112012.pdf>

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

HEDI Conversion Chart for Student Learning Objectives (SLOs)

This conversion chart is consistent for all grade levels and subject areas

This calculation will be based on the percentage of students that meet their established targets for State SLOs, teachers and/or principals will receive a HEDI rating between 0-20 as outlined below:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	89-92%	87-88%	85-86%	83-84%	81-82%	78-80%	76-77%	74-75%	72-73%	70-71%	69%	68%	66-67%	64-65%	62-63%	60-61%	45-59%	25-44%	0-24%

Local Measure (15%) For Grades 4-8: Value-Added Model

4 - 8 ELA and Math teachers will administer benchmark assessments to be used for the purpose of fulfilling the local portion of the Annual Professional Performance Review (APPR) plan. Teachers will collaborate with colleagues to create assessments that are rigorous and aligned to the Common Core State Standards. 4-8 teachers will administer benchmark assessments to be used for the purpose of fulfilling the local 15% portion of the Annual Professional Performance Review (APPR) plan. Teachers will have two options for assessment. Teachers will collaborate with at least one other colleague to create assessments that are rigorous and aligned to the Common Core State Standard.

With Value-Added Model

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100	94	88	84	81	78	75	72	69	67	65	63	61	59	39	19
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
95	89	85	82	79	76	73	70	68	66	64	62	60	40	20	0

Local Measure (20%) For Grades K-12

K-4 HEDI Conversion Charts: Option 1

To support our building-level efforts, each teacher will write **one** SMART Goal for the 2012-13 school year for **either** Mathematics or English Language Arts according to the following criteria:

ELA SMART Goal Criteria: Establish an ELA goal that focuses on the use of nonfiction reading and writing across curricular areas as it relates to your student needs with direct connection to Common Core Learning Standards.

Mathematics SMART Goal Criteria: Establish a Math goal that focuses on the use of computing, critical thinking skills, and reading as it relates to your student needs with direct connection to Common Core Learning Standards.

Through this concerted effort within the building, every elementary school instructional staff member's Local 20% will be tied to an increase in the mean scale score FOR THE 2012-13 Grade 3 and 4 NYS Assessments in ELA and Math (according to the content area selected for the goal) as outlined by the Effectiveness Ratings in the HEDI Charts below:

ELA

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
750	749	721	693	690	686	683	680	676	673	670	668	666	662	657	653	648	644	640	577	514
+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	722	694	691	687	684	681	677	674	671	669	667	663	658	654	649	645	641	578	515	-

Math

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
751	750	728	706	703	700	697	694	691	688	685	682	679	674	669	663	658	653	648	588	528
+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	729	707	704	701	698	695	692	689	686	683	680	675	670	664	659	654	649	589	529	-

K-4 HEDI Conversion Charts: Option 2

This calculation will be based on the percentage of students that meet their established targets for SMART Goals. teachers will receive a HEDI rating between 0-20 as outlined below:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	89-92%	87-88%	85-86%	83-84%	81-82%	78-80%	76-77%	74-75%	72-73%	70-71%	69%	68%	66-67%	64-65%	62-63%	60-61%	45-59%	25-44%	0-24%

5-8 HEDI Conversion Charts: Option 1

Each teacher will create an ELA or Math SMART Goal to increase student achievement in the selected content area. Effectiveness in achieving designed SMART Goals will be measured using the mean scale score performance on the New York State ELA or Math assessments.

Parameters

- Effectiveness ratings will be based on students' performances on the 2012-13 New York State ELA and Math Assessments.
- Effectiveness rating scales are shown below.

ELA

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
762+	761-728	727-694	693-689	688-684	683-679	678-674	673-669	668-665	664-662	661-660	659-658	657-652	651-646	645-641	640-636	635-632	631-628	627-561	560-494	493-

Math

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
766 +	765 -	729 -	693 -	690 -	687 -	684 -	681 -	678 -	674 -	672 -	670	669 -	663 -	659 -	654 -	649 -	644 -	638 -	584 -	530 -
	730	694	691	688	685	682	679	675	673	671		664	660	655	650	645	639	585	531	-

9-12 HEDI Conversion Chart

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98- 100 %	96- 97 %	94- 95 %	92- 93 %	90- 91 %	88- 89 %	86- 87 %	85 %	84- 78 %	77- 71 %	70- 64 %	63- 57 %	56- 50 %	49- 43 %	42- 36 %	35- 29 %	28- 22 %	21- 15 %	14- 8%	7- 1%	0%

Form E

**Perry Central School District
Annual Professional Performance Review
Local Observation Score Sheet**

Observer: _____ **Date of Observation:** _____

Educator: _____ **Subject/Grade:** _____

Rating Categories	Points
Highly Effective	4
Effective	3
Developing	2
Ineffective	1

Domain 1: Planning and Preparation	Comments		Points
1a: Demonstrates Knowledge of Content and Pedagogy	<i>Ineffective</i> In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	<i>Developing</i> Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	
	<i>Effective</i> Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	<i>Highly Effective</i> Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.	
	Comments:		
1b: Demonstrates Knowledge of Students	<i>Ineffective</i> Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	<i>Developing</i> Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	
	<i>Effective</i> Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills,	<i>Highly Effective</i> Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual	

	language proficiency, interests, and special needs, and attains this knowledge for groups of students.	students.	
	Comments:		
1c: Sets Instructional Outcomes	<i>Ineffective</i> Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	<i>Developing</i> Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	
	<i>Effective</i> Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	<i>Highly Effective</i> All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.	
	Comments:		
1d: Demonstrates Knowledge of Resources	<i>Ineffective</i> Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	<i>Developing</i> Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	
	<i>Effective</i> Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	<i>Highly Effective</i> Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	
	Comments:		
1e: Designs Coherent Instruction	<i>Ineffective</i> The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	<i>Developing</i> Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	
	<i>Effective</i> Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear	<i>Highly Effective</i> Plans represent the coordination of in depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for	
	Comments:		

	structure with appropriate and varied use of instructional groups.	student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.	
	Comments:		
1f: Designs Student Assessments	<i>Ineffective</i> Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	<i>Developing</i> Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	
	<i>Effective</i> Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	<i>Highly Effective</i> Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.	
	Comments:		

Domain 2: The Classroom Environment	Comments		Points
2a: Creates an Environment of Respect and Rapport	<i>Ineffective</i> Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, putdowns, or conflict. Teacher does not deal with disrespectful behavior.	<i>Developing</i> Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	
	<i>Effective</i> Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	<i>Highly Effective</i> Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals	
	Comments:		
2b: Establishes a Culture for Learning	<i>Ineffective</i> The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of	<i>Developing</i> The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only	

	<p>student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.</p>	<p>“going through the motions,” and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	
	<p><i>Effective</i> The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.</p>	<p><i>Highly Effective</i> The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.</p>	
	<p>Comments:</p>		

Domain 3: Instruction	Comments		Points
3a: Communicates with Students	<p><i>Ineffective</i> The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher’s explanation of the content contains major errors. The teacher’s spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p><i>Developing</i> Teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher’s spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds.</p>	
	<p><i>Effective</i> The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher’s explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to the students’ ages and interests.</p>	<p><i>Highly Effective</i> The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies.</p>	
	<p>Comments:</p>		
3b: Uses Questioning and Discussion Techniques	<p><i>Ineffective</i> Teacher’s questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</p>	<p><i>Developing</i> Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.</p>	

	<p><i>Effective</i> While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p><i>Highly Effective</i> Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>	
	Comments:		
3c: Engages Students in Learning	<p><i>Ineffective</i> The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.</p>	<p><i>Developing</i> The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	
	<p><i>Effective</i> The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p><i>Highly Effective</i> Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.</p>	
	Comments:		
3d: Uses Assessment in Instruction	<p><i>Ineffective</i> There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p><i>Developing</i> Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.</p>	
	<p><i>Effective</i> Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.</p>	<p><i>Highly Effective</i> Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.</p>	
	Comments:		
3e: Demonstrates	<p><i>Ineffective</i> Teacher adheres to the instruction plan in</p>	<p><i>Developing</i> Teacher attempts to modify the lesson</p>	

Form F

**Perry Central School District
Annual Professional Performance Review
Local Unannounced Observation Score Sheet**

Educator - _____ Grade Level/Subject - _____

Observer - _____ Date - _____

Time of Unannounced Observation - _____

Ineffective – 1 Developing – 2 Effective – 3 Highly Effective – 4

Domain 2 – Classroom Environment

I D E HE

- c. Manages Classroom Procedures — — — —
- d. Manages Student Behavior — — — —
- e. Organizes Physical Space — — — —

Domain 3 – Instruction

- b. Uses Questioning and Discussion Techniques — — — —
- c. Engages Students in Learning — — — —

Total Points - _____

Comments:

Unannounced Observation Score: (Total of Domain 2 and Domain 3 Points) = _____

5

Local Teacher Effectiveness Rating:

Teacher Effectiveness	Rating
3.5 - 4	Highly Effective
2.5 – 3.4	Effective
1.5 – 2.4	Developing
1 – 1.4	Ineffective

FORM H

**Perry Central School District
Annual Professional Performance Review
Professional Responsibilities Reflection**

Directions: Please reflect on the subcomponents of Domain 4. Type your answers in the spaces provided. When you have finished, save a copy of your Professional Responsibilities Reflection Sheet and email the file as an attachment to the administrator who will be conducting your evaluation by May 1st.

Rating Categories	Points
Highly Effective	4
Effective	3
Developing	2
Ineffective	1

Educator: _____

Domain 4: Professional Responsibilities	Comments		Points
4a: Reflecting on Teaching	<i>Ineffective</i> Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	<i>Developing</i> Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	
	<i>Effective</i> Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	<i>Highly Effective</i> Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.	
	Evidence:		
4b: Maintaining Accurate Records	<i>Ineffective</i> Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	<i>Developing</i> Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	
	<i>Effective</i> Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	<i>Highly Effective</i> Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.	

	Evidence:		
4c: Communicating with Families	<i>Ineffective</i> Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	<i>Developing</i> Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	
	<i>Effective</i> Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.	<i>Highly Effective</i> Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.	
	Evidence:		
4d: Participating in a Professional Community	<i>Ineffective</i> Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	<i>Developing</i> Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	
	<i>Effective</i> Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	<i>Highly Effective</i> Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.	
	Evidence:		
4e: Growing and Developing Professionally	<i>Ineffective</i> Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	<i>Developing</i> Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession.	
	<i>Effective</i> Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	<i>Highly Effective</i> Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.	
	Evidence:		
4f: Showing	<i>Ineffective</i>	<i>Developing</i>	

Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.
	<i>Effective</i> Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	<i>Highly Effective</i> Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
	Evidence:	

Average of Domain 4 Subcomponents A-F: _____

Local Teacher Effectiveness Rating:

Teacher Effectiveness	Rating
3.5 - 4	Highly Effective
2.5 - 3.4	Effective
1.5 - 2.4	Developing
1 - 1.4	Ineffective

(Evaluator's Signature)

(Date)

(Educator's Signature)

(Date)

Teacher Comments:

FORM I

**Perry Central School District
Annual Professional Performance Review
Score Conversion Chart**

	Average Score of all Observations and Domain 4	Conversion Scores for the Overall Composite Score
Highly Effective	4	60.25 (Round to 60)
	3.9	60
	3.8	59.8
	3.7	59.5
	3.6	59.3
	3.5	59
Effective	3.4	58.8
	3.3	58.6
	3.2	58.4
	3.1	58.2
	3	58
	2.9	57.8
	2.8	57.6
	2.7	57.4
	2.6	57.2
Developing	2.5	57
	2.4	56.3
	2.3	55.6
	2.2	54.9
	2.1	54.2
	2	53.5
	1.9	52.8
	1.8	52.1
	1.7	51.4
	1.6	50.7
Ineffective	1.5	50
	1.4	49
	1.392	48
	1.383	47
	1.375	46
	1.367	45
	1.358	44
	1.350	43
	1.342	42
	1.333	41
1.325	40	
1.317	39	

Ineffective	1.308	38
	1.3	37
	1.292	36
	1.283	35
	1.275	34
	1.267	33
	1.258	32
	1.25	31
	1.242	30
	1.233	29
	1.225	28
	1.217	27
	1.208	26
	1.2	25
	1.192	24
	1.185	23
	1.177	22
	1.169	21
	1.162	20
	1.154	19
	1.146	18
	1.138	17
	1.131	16
	1.123	15
	1.115	14
	1.108	13
	1.1	12
	1.092	11
	1.083	10
	1.075	9
1.067	8	
1.058	7	
1.05	6	
1.042	5	
1.033	4	
1.025	3	
1.017	2	
1.008	1	
1	0	

<p><u>Office Use Only</u></p> <p>Total Score - _____</p>
--

FORM J

**Perry Central School District
Annual Professional Performance Review
Composite Effectiveness Score Summary**

School Year: _____

Educator: _____

A. State Assessment Score (20%): _____

B. Local Measures (20%): _____

C. Local Effectiveness Score (60%):

Formal Observation Score Tenured Teacher: (Formal Observation Score X 40)/60

Formal Observation Score Non-Tenured Teacher: (Formal Observation Score X 20)/60

(Formal Observation Score X 20)/60

Unannounced Observation Score: (Unannounced Observation Score X 16)/60

*If more than one unannounced observation, scores will be averaged.

Domain 4 Score: (Domain 4 Score X 4)/60

Sum of All Observations and Domain 4: _____

Converted Local Effectiveness Score (Use Appendix I): _____

Composite Effectiveness Score: _____
(= A + B + C)

<u>Rating</u>	<u>Corresponding Composite Scoring Range</u>
Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

Educator Rating: Ineffective Developing Effective Highly Effective

(Evaluator's Signature)

(Date)

By my signature below, I signify that I have read and understand the above Composite Effectiveness Score Summary; that I understand that this summary will be placed in my personnel file; that I have 15 calendar days upon receipt of this summary to submit an appeal; and that I am not required to file an appeal to this summary.

(Educator's Signature)

(Date)

FORM L

Perry Central School District Teacher Improvement Plan (TIP) Form

(To be completed jointly by the administrator requesting the TIP, mentor approved by the PPEA President and the teacher for whom the TIP will be created.)

Name: _____

Building: _____

TIP is based on composite score from _____ school year _____ →

Grade/Subject: _____

School year TIP will be implemented: _____ →

Grade/Subject: _____

Date of Initial TIP conference: _____

Date(s) of Follow-up Meeting(s): _____

AREA(S) NEEDING IMPROVEMENT	ACTION PLAN (Description of Steps to be Taken)	TIMELINE FOR COMPLETION	EVIDENCE OF COMPLETION

To be signed when Teacher Improvement Plan is initiated:	Improvement Noted	Improvement Noted	Improvement Noted
Teacher: _____ Date _____	Date: _____ CIRCLE: YES NO	Date: _____ CIRCLE: YES NO	Date: _____ CIRCLE: YES NO
Mentor: _____ Date _____	Teacher: _____	Teacher: _____	Teacher: _____
Union President: _____ Date _____	Mentor: _____	Mentor: _____	Mentor: _____
Administrator: _____ Date _____	Union Rep.: _____	Union Rep.: _____	Union Rep.: _____
Superintendent: _____ Date _____	Admin.: _____	Admin.: _____	Admin.: _____
<input type="checkbox"/>		<input type="checkbox"/>	

Satisfactory Completion

Continuation of Plan

Teacher: _____ Mentor: _____ Union Representative: _____
Administrator: _____

(Please Initial)

High School Principal ~ State 20%

9-12 High School Principal

If NYS adopts a Value Added Model for Regents Exams, the Grade 9-12 High School Principal will receive a score out of 25 points. If a Value Added score is not provided by the state, a population involving students taking the Integrated Algebra Regents Exam and the ELA 11 Regents Exam will be used to provide a 20 point growth score. In this case, the principal will use the percentage of students (rounded to the tenth decimal) receiving State credit for the ELA 11 and Integrated Algebra Regents. The conversion chart below will be used to convert percentages to a HEDI score.

20% State Conversion to HEDI Chart		
HEDI Score		% meeting target
0		0-9.9
1		10-20.9
2		21-41.9
3		42-63.9
4		64-65.9
5		66-67.9
6		68-69.9
7		70-71.9
8		72-74.9
9		75-75.9
10		76-76.9
11		77-77.9
12		78-78.9
13		79-80.9
14		81-83.9
15		84-85.9
16		86-87.9
17		88-89.9
18		90-93.9
19		94-96.9
20		97-100

Elementary School Principal ~ Local 15%

K-4 Elementary Principal

The Local 15% for the elementary school principal will be tied to an increase in the mean scale score for the 2012-13 Grade 3 and 4 NYS Assessments in ELA and Math as outlined by the Effectiveness Ratings in the HEDI Charts below:

ELA: With Value-Added Model

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
750 +	749 - 694	693 - 689	688 - 684	683 - 674	673 - 671	670 - 669	668 - 667	666 - 658	657 - 649	648 - 647	646 - 645	644 - 641	640 - 578	577 - 515	514 -

Math: With Value-Added Model

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
751 +	750 - 707	706 - 701	700 - 698	697 - 695	694 - 690	689 - 686	685 - 680	679 - 670	669 - 664	663 - 659	658 - 654	653 - 649	648 - 589	588 - 529	528 -

The elementary school principal local 15% will be determined by averaging the ELA HEDI and the Math HEDI scores.

Middle School Principal ~ Local 15%

Grade 5-8 Middle School Principal

The Local 15% for the middle school principal will be tied to an increase in the mean scale score for the 2012-13 Grade 5, 6, 7 and 8 NYS Assessments in ELA and Math as outlined by the Effectiveness Ratings in the HEDI Charts below:

ELA: With Value-Added Model

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
746 +	745-694	693-684	683-676	675-669	668-666	665-662	661-658	657-652	651-646	645-639	638-634	633-628	627-561	560-494	493-

Math: With Value-Added Model

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
747 +	746-694	693-688	687-682	681-678	677-674	673-671	670	669-663	662-657	656-651	650-645	644-639	638-585	584-531	530 -

The middle school principal local 15% will be determined by averaging the ELA HEDI and the Math HEDI scores.

High School Principal ~ Local 20%

Grade 9-12 High School Principal

The Grade 9-12 High School Principal will receive a local HEDI score of up to 20 points (15 points if NYS adopts a Value Added Model). The score will be based upon the criteria identified in the chart below:

Goal:

During the 2012-2013 school year, 85% of High School students will score a 65 or better on the listed assessments for their grade level.

New York State academic and credit requirements to include but not limited to:

9th Grade

- Perry Developed English 9 Assessment
- Integrated Algebra Regents

10th Grade

- Perry Developed English 10 Assessment
- Geometry Regents

11th Grade

- United States History and Government Regents
- Comprehensive English Regents

12th Grade

- Perry Developed English 12 Assessment
- Perry Developed Participation in Government Assessment
- Perry Developed Economics Assessment

Parameters:

- School year will be from September 1 – August 31
- All students with Individual Education and Section 504 Plans will receive their individual accommodations.

HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
------------------	-----------	------------	-------------

20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-98%	97-96%	95-94%	93-92%	91-90%	89-88%	87-86%	85%	84-78%	77-71%	70-64%	63-57%	56-50%	49-43%	42-36%	35-29%	28-22%	21-15%	14-8%	7-1%	0%

With Value-Added Model

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-97%	96-94%	93-92%	91-90%	89-86%	85%	84-71%	70-57%	56-50%	49-41%	40-32%	31-23%	22-15%	14-8%	7-1%	0%

FORM A

Multidimensional Principal Performance Rubric (MPPR)

Scoring Sheet

NAME:
SCHOOL YEAR:

BUILDING:
EVALUATOR:

DATE:

Domain	Total Possible Points	Total Actual Points	Comments
Domain 1 Shared Vision of Learning	8		
Domain 2 School Culture and Instructional Program	20		
Domain 3 Safe, Efficient, Effective Learning Environment	16		
Domain 4 Community	12		
Domain 5 Integrity, Fairness, Ethics	8		
Domain 6 Political, Social, Economic, Legal and Cultural Context	8		
Goal Setting Uncovering Goals <ul style="list-style-type: none">▪ Align▪ Define	4		
Goal Setting	4		

Strategic Planning <ul style="list-style-type: none"> ▪ Prioritize ▪ Strategize 			
Goal Setting Taking Action <ul style="list-style-type: none"> ▪ Mobilize ▪ Monitor ▪ Refine 	4		
Evaluating Attainment <ul style="list-style-type: none"> ▪ Document ▪ Next steps 	4		
TOTAL SCORE	88		
NYS Score (from MPPR Conversion Chart)			

Superintendent Signature Date

Principal's Signature Date

The employee's signature is required and indicates receipt of a copy of the evaluation and does not indicate agreement, understanding, or acceptance of the conclusions reached by the evaluator. Please attach any additional comments as needed.

FORM B

Perry Central School District
MPPR/NYS APPR Conversion Chart

MPPR Raw Score	NYS Score (out of 60)	NYS Rounded Score		MPPR Raw Score	NYS Score (out of 60)	NYS Rounded Score
88	60	60		44	30	30
87	59.3	60		43	29.3	30
86	58.6	59		42	28.6	29
85	58	58		41	28	28
84	57.2	58		40	27.3	28
83	57	57		39	26.6	27
82	55.9	56		38	25.9	26
81	55.2	56		37	25.2	26
80	54.5	55		36	24.5	25
79	53.9	54		35	23.9	24
78	53.1	54		34	23.2	24
77	52.5	53		33	22.5	23
76	51.8	52		32	21.8	22
75	51.1	52		31	21.1	22
74	50.1	51		30	20.5	21
73	49.8	50		29	19.8	20
72	49	49		28	19.1	20
71	48.4	49		27	18.4	19

70	47.7	48
69	47	47
68	46.4	47
67	45.7	46
66	45	45
65	44.3	45
64	43.6	44
63	43	43
62	42.3	43
61	42	42
60	40.9	41
59	40.2	41
58	39.5	40
57	38.9	39
56	38.2	39
55	37.5	38
54	36.8	37
53	36.1	37
52	35.5	36
51	34.8	35
50	34.1	35
49	33.4	34
48	32.7	33
47	32	32

26	17.7	18
25	17	17
24	16.4	17
23	15.7	16
22	15	15
21	14.3	15
20	13.6	14
19	13	13
18	12.3	13
17	11.6	12
16	10.9	11
15	10.2	11
14	9.5	10
13	8.9	9
12	8.2	9
11	7.5	8
10	6.8	7
9	6.1	7
8	5.5	6
7	4.8	5
6	4.1	5
5	3.4	4
4	2.7	3
3	2	2

46	31.2	32		2	1.4	2
45	30.7	31		1	.7	1

Multidimensional Principal Performance Rubric (MPPR)

Goal Setting

NAME:

BUILDING:

DATE:

SCHOOL YEAR:

EVALUATOR:

1. Develop personal goals that are aligned with the MPPR.
 - a. At least one goal must address contribution to improving teacher effectiveness.
 - b. All goals shall address quantifiable and verifiable improvements in academic results or school learning environments resulting from principal’s leadership and commitment to professional growth.
2. List goals in order of priority.
3. Submit sheet to the superintendent electronically by October 1.

Goal:			
<i>Action Plan</i>			
Strategies, major tasks, and activities to achieve this goal	Time-line	Domain	Evaluative Criteria: How will this goal be measured?

Goal:			
<i>Action Plan</i>			
Strategies, major tasks, and activities to achieve this goal	Time-line	Domain	Evaluative Criteria: How will this goal be measured?

Principal’s Signature Date

Superintendent Signature Date

The signature is required and indicates that both parties have agreed goals for the school year.

FORM D

**Perry Central Schools
Principal APPR Process**

Final Scoring Sheet

NAME:
SCHOOL YEAR:

BUILDING:
EVALUATOR:

DATE:

	Total Possible Points	Total Actual Points	General Comments
<i>MPPR</i>	60		
NYS Assessment	20		
Local Assessment	20		
TOTAL	100		

Evaluator's Comments	Principal's Comments (Optional)

Superintendent Signature Date

Principal's Signature Date

The employee's signature is required and indicates receipt of a copy of the evaluation and does not indicate agreement, understanding, or acceptance of the conclusions reached by the evaluator. Please attach any additional comments as needed.

Perry Central School District

Principal Improvement Plan

Principal's Name: _____

Building Assignment: _____ **Date:** _____

Evaluator's Name: _____ **Title:** _____

Goals for the _____ School Year (Based on MPPR when applicable):

Areas in Need of Improvement	Professional Learning Activities the principal should complete to improve skills

Timeline for achieving improvement:

Evidence acceptable to demonstrate and assess improvement (list any artifacts that the principal must produce when applicable).

Additional support and assistance the principal will receive:

Date that principal and evaluator will meet to review the outcome of this plan, artifacts and evidence _____

Principal's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

(The employee's signature is required and indicates receipt of a copy of the Principal Improvement Plan.)

- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2012, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

Wm. D. Hawley 12/11/12

Teachers Union President Signature: Date:

Bryan Earswig 12/11/12

Administrative Union President Signature: Date:

J. L. C. of 10/1/12 Keith and Berto *J. L. C. of 10/1/12* 12/11/2012

Board of Education President Signature: Date:

J. L. C. of 10/1/12 12/11/12